



Collingbourne CE Primary School

Forest School Handbook

2024



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Welcome to Forest School

Forest School means many things to many people. The Forest School Association defines it as “an inspirational process that offers ALL learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees.” (Forest School Association 2020).

It is a specialised learning approach that has the learner at the centre, whatever their age.

At Forest School the learners are all seen as equal, unique and valuable, which here at Collingbourne Primary School is central to our ethos too.

Forest School creates a positive atmosphere of support where the children learn to become independent in their physical skills and mental thought processes. They learn to trust their own ideas, believe in their capabilities and recognise their own needs. They understand that support comes from trusted adults and friends alike as they are nurtured to develop positive relationships with themselves and other people. Everyone is equal. It is a safe place where they can be themselves, spend time with friends and leave day to day stresses behind.

Central to all of this is the environment. Children experience the seasons, the wonders of nature, the highs, the lows, life and death. This enables them to build a strong, positive relationship with their natural world helping them to make sense of the wider world. We are fortunate at Collingbourne Primary School to have a designated space solely used for Forest School. We have easy access to fields and trees for our nature studies and den-building.



What to expect

At Collingbourne we offer a broad and balanced curriculum to develop the whole child. Forest School will offer the same broad range of experiences designed to develop the whole child; physically, intellectually, emotionally, socially, spiritually and morally.

We aim to challenge and support the children to become independent resilient learners who enjoy trying out their ideas, working together with their peers to solve problems and conquer challenges.

Some of the challenges might include:

| | |
|----------------------------------|----------------------------------|
| Shelter building | Using tools |
| Fire lighting | Forest art |
| Using a Ghillie Kettle | Planting and harvesting |
| Carving and whittling | Sculpture with natural materials |
| Looking after wildlife | Building bird boxes |
| Group games | Drama |
| Looking closely at wildlife | Cooking on an open fire |
| Pond dipping | Learning knots |
| Physical challenges | Building bug homes |
| Rope and string work | Bug hunting |
| Traditional woodland craft | Team games |
| Telling and listening to stories | Free play |

We have a progression of skills covered at Forest School for the whole school.

The skills are grouped into six strands with each strand starting with EYFS and developing through each year group to Year 6.

The strands are:

- Safe-working and Teamwork
- Fire and Cooking
- Knots and Structures
- Using Tools
- Crafts and Traditions
- Natural Knowledge

Each year there will be an additional whole school enrichment focus which will be incorporated into the Forest School sessions.

These are:

Citizenship, Sport, STEM and Arts

Your safety is important to us

At Forest School children can learn a great deal from their mistakes (even painful ones) and enjoy risky play activities and challenges. Learning to respect risk and danger through play will help them to cope with risks and hazards later in life. They will learn how far they can go before they feel unsafe, they will learn to understand their limits, they will gain the confidence to be able to say “No thank you, that’s enough for me,” without feeling pressurised by their peers.



The safety of all participants is very important to us. All of the activities have been fully risk assessed to minimise the dangers. Summaries of these are included in the handbook. The sessions are assessed through Wiltshire Evolve by an external assessor. All adults participating in Forest School are required to read the risk assessments and protocols. We regularly review and update the risk assessments as required.

A site risk assessment is carried out before each session to look for natural or foreign hazards in the environment.

Individual risk assessments will be made for children whose medical condition or whose behaviour requires it.

Our Forest School leader is fully qualified to lead Forest School and holds a Level 3 Forest School Practitioner certificate.

Our insurer is Zurich Municipal, policy number KSC1220944953. Our cover runs from the 1st of April to the 31st of March and is renewed each year. The limit of indemnity is no less than £5 million.

Where to find us

Most of our Forest School activities will be held within the school grounds in our newly created Forest School Site or in the Wildlife area.

Sometimes we will use the adjacent village recreation field.

Occasionally, we may visit Collingbourne Woods or Savernake Forest.

Collingbourne Ducis Recreation Field



Wild life area

New Forest School site with new fire circle and shelter

Our Forest School Code of Conduct

Our code of conduct is relevant to all participants, adults and children and is framed to create a safe and nurturing learning environment.

Boundaries

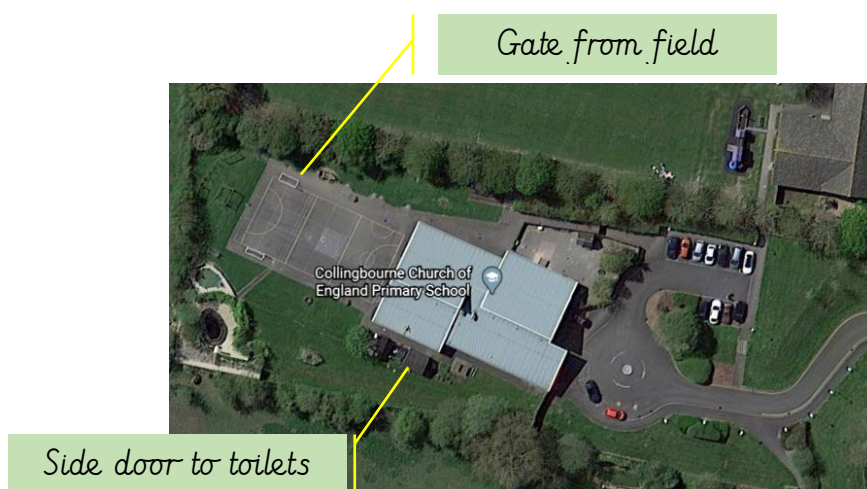
During their first Forest School session children will learn where the physical boundaries for activities are and any no-go zones. Each group will work together to generate some rules for safe and happy learning and children will understand that they are expected to follow them. This will include an agreed call back sign to enable speedy return if needed or wanted by the Forest School Leader.

Entering the Forest School site

At Forest School we learn to respect the world around us. When we enter the site we will be aware that we share the space with plants, birds and animals and we need to work in a way that will not damage or harm anything.

Toileting

Children will be encouraged to use the toilets before a session starts. They may go to the toilets by using the side door at any point if they need to just as they do during outside PE lessons. Younger children will be supervised if returning from the Recreation Field.



The Fire Circle

For everyone's safety, no one is allowed to walk or run inside the fire circle even if there is no fire lit. We use logs and stools to mark out our circle and to sit on. If anyone wants to move around the circle or change places, they must step out of the circle and walk around the outside. The fire is lit in a large free-standing fire pit in the centre of the circle. Children may be invited to approach the firepit for cooking or fire lighting but only under adult supervision.

Fire Lighting

A fire can only be lit if our fire safety equipment is present and correct. The Forest School Leader will always take the lead during fire lighting. All helpers will be briefed prior to a fire lighting session to set out protocols. A lit fire will never be left unattended. Open fires will only be lit in the fire pit or on the designated small trays.

Collecting wood

Wood may be collected for fire lighting from the recreation field and wild life area. We look for four different sizes of wood: matchstick, pencil, thumb and wrist sized. We try to use freshly fallen wood to protect creature habitats. Most wood used will be logs sourced by a local firm.

Collecting natural materials

Natural materials are collected for art, sculpture and woodland craft. Children are encouraged to look for the materials themselves but leaders will supervise to check that nothing harmful is gathered. Children are not allowed to eat anything gathered on foraging trips without adult supervision.

Carrying larger materials

Children will be taught how to lift, roll drag or pull heavier materials safely using hands or ropes, keeping a straight back and bending the knees. Team work is encouraged.

Digging

When investigating the environment, children may carefully move logs or stones to look for insects, taking care not to harm the creatures or destroy their habitat. They can dig under the soil using their fingers or small sticks but they may not use tools to dig deep holes. Deeper digging opportunities will be included in the planting activities in the school vegetable garden.

Using tools

Children will be taught the correct way to use tools at Forest school. This will include the use of safety equipment, like gloves or goggles, posture and awareness of others around them. Some tools will have a marked zone for their use. All tool use will be under strict adult supervision. Tools will only be used when the children are physically, mentally and socially ready to do so. Children's ability to use tools will develop at different ages.

Tree climbing

Climbing trees is a good opportunity for children to learn to manage their own risks. They will be shown how to climb safely, checking the ground below for sharp objects, looking for a safe path of ascent and descent, numbers in the same tree and which trees are suitable for climbing. Children are permitted to reach their own limits to a maximum of 1.5 metres. Adults will supervise tree climbing activities and ensure that children are wearing

appropriate clothes and shoes. The Forest School leader will assess the trees to check for rotten or broken branches.

Sticks and stones

Throwing sticks and stones is not permitted at Forest School. Children may pick up sticks shorter than their arm to carry pointed down to activities. Longer sticks must be dragged behind them. Stones can be dropped but children must check what is underneath before dropping them.

String, ropes and knots

Children will learn a useful selection of knots for different uses. Adults will supervise activities where ropes are tied to trees for tarps or shelters. Safety tapes will be used if ropes are considered to be in dangerous locations. Children are also shown how to use ropes and string to move or carry materials.

Eating and Drinking

Children will be encouraged to bring their water bottles with them. Anti-bacterial hand wash, wipes or sanitiser gel will be provided for hand washing before eating or drinking any snacks during Forest School. This will include food the children have cooked on the fire. Food allergies will be noted as part of the risk assessment for the cooking activity.

Leaving the site

At the end of each session there will be a short time of reflection before the participants leave the site. All personal belongings must be taken away, any craft created can be taken home, and the site must be left clean and tidy ready for the next group.



Our equipment

The Forest School leader will ensure the onsite First Aid station and Burns Kit are checked and restocked when necessary. These will be easily accessible for adults or children. A fire blanket is hung on a designated hook on the shelter and a water bucket is always next to the fire. A bottle of clean water is part of the burns kit.

The Forest School Leader will prepare an Emergency Bag and a Kit Bag for offsite sessions. The contents for each bag may vary depending on the group, activity, time of year and weather conditions.

Essential items that should be included in the Emergency Bag are:

- ✓ First Aid Kit (regularly checked and restocked as necessary)
- ✓ Burns kit
- ✓ Emergency procedures list
- ✓ Medical details and emergency contact details for all participants
- ✓ Mobile Phone
- ✓ Accident sheets
- ✓ Emergency whistle
- ✓ Medication for individuals (if not appropriate for individual to carry it themselves) clearly labelled with parental consent
- ✓ Drinking water

Other items which may be included in the Kit Bag could include:

- ✓ Wet wipes, hand gel
- ✓ Spare clothing
- ✓ Sun cream (parent consents)
- ✓ Flask of hot water
- ✓ Hot chocolate sachets
- ✓ Chocolate or sugary food
- ✓ Roll mat and blanket
- ✓ Bivi bag or emergency shelter
- ✓ Torch

The Forest School leader will organise the equipment and tools needed for each session including tools, ropes, tarps, food, kitchen implements and fire lighting kit.

Using and storing tools

Using a range of tools in Forest School helps children to develop physical skills and how to manage risks safely. Tools may not be used at every session and they will only be used for particular purposes appropriate to the age and level of skill of the child.

Tools used will include:

- Peeler
- Knife
- Secateurs
- Bow saw
- Pruning saw
- Hand saw
- Palm drill
- Bradawl
- Hammer
- Mallet

The Forest School leader will ensure that tools are stored, maintained and transported safely. Tools will be kept packed away until needed.

Tool Rules

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| Before and after a session the leader will check: |
| Are tools in good, working order? Tools will be checked for damage and durability. |
| How many? Tools will be counted out and counted back in. |
| Are the tools secure? Tools will be kept in suitable containers; Peelers, knives, axes and secateurs in a locked tool box, Bow saws in a kit bag, drills in a small container. |
| When tools are being used: |
| The Forest School leader will give a safety talk before tools are used. |
| Children must never help themselves to the tools without permission. |
| All tool use, carrying and collecting will be under adult supervision. |
| Children must walk when carrying tools. |
| All participants need to be aware tools are in use. |
| A safety zone must be established around each user, at least one arm's length between users. |
| All tools used under adult supervision. Ratios depend on age. 1:1 for Fox class, 1:2 for KS1, 1:4 for KS2. |



Our Risk Assessments

| Hazard | Harm | People at risk | Measures to be taken | Responsibility and timescale |
|-------------------------|---|----------------|---|--|
| Waste/litter | Glass, drug use, metal cans | All | Pre-visit check and continuous monitoring. Children not to pick up rubbish but inform adult if they see something hazardous. Remove and dispose of safely following school procedure for waste disposal. | Leader prior to and during visit |
| Animal droppings | Contamination and disease | All | Pre-visit check and continuous monitoring. Sign to say No Dogs on school property. Remove and dispose of safely following school procedure for waste disposal. | Leader prior to and during visit. SLT |
| Boundaries | Escaping children Public entry | Children | Ensure the gates are closed when in FS area. Ensure safe supervision on way to and from site following guidelines on School Risk Assessment Policy. Inform children of boundaries, staff supervise boundaries when in site. Staff to be aware of members of the public walking along the footpath. Children to be reminded of Stranger Danger | All on visit |
| Fences | Broken fences falling on person | All | Check fences are intact and safe especially after stormy weather – replace as necessary | Leader prior to visit SLT |
| Trees | Falls | Children | Leader with Outdoor First Aid always present. Leaders to support children to manage their own risks and stop when they feel unsafe. | All on visit |
| Tree branches | Branches falling Children falling due to branch breaking | All | Pre-visit check and continuous risk check to look for dead wood hanging in trees, dead branches and damage to trees. Remove hanging dead wood | Leader prior to visit and all staff on visits SLT |

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| | | | Remind children of risks. Annual check by Tree Safety Company | |
| Tree Roots and stumps | Tripping and landing on them Falling off stump | All | All participants reminded to walk around with care under the trees Show new participants the exposed roots and inform of danger Remind children to take care on tree stump and look before leaping off | All on visit |
| Tree sticks | Hitting Poking Scraping | Children | Establish safe stick rules. Sticks for playing = arm length maximum Sticks for den building to be dragged to site check around before lifting | All on visit |
| Tree Sawdust | Saw dust in eyes | All | Wear safety goggles when cutting especially on windy days. First aid kit to include eye wash tubes Leader to flush eyes immediately and follow school first aid policy. | All on visit SLT – first aid kit |
| Berries and other seeds on flora | Poisoning | Children | Inform children not to pick and eat any berries without an adult present. Remind children not to put anything in mouths. Wash hands carefully before eating. | All on visit |
| Fungi | Poisoning | All | Remind all participants to “Look, don’t touch” at any fungi, toadstools or mushrooms. | All on visit |
| Nettles other weeds | Stinging Allergic reaction | All | Make participants aware of nettles and other weeds Keep central play area clear of nettles and weeds All participants to wear long trousers | Leader prior to visit and all on visit |
| Bees, Wasps Mosquitos Ticks | Stings, bites | All | Check area for nests – particularly the willow as wasps are attracted to it in June/July Avoid contact with bees/wasps Leader with Outdoor First Aid always present. | Leader prior to visit and all on visit Guidance for parents re ticks in communications |

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|--------------------------------|--|-----|---|-------------------------------|
| | | | <p>Call 999 if anaphylactic reaction to sting</p> <p>Children to wear long trousers.</p> <p>Parents reminded to check for ticks after visit.</p> | |
| Fire | <p>Burns</p> <p>Fire out of control</p> | All | <p>Leader with Outdoor First Aid always present.</p> <p>School safety policy adhered to and safety procedures followed.</p> <p>Fire only in two allotted fire locations.</p> <p><i>Separate risk assessment in handbook.</i></p> | Leader prior to and on visit. |
| Fire Lighting | <p>Fingertip burns from matches</p> <p>Sparks in eyes</p> | | <p>Leader with Outdoor First Aid always present.</p> <p>Fire lighting on a one to one basis or in small group dependant on age and activity.</p> <p>Strict supervision by all staff</p> <p>Children taught safe and correct methods of lighting fires</p> <p>First aid – eye wash</p> | |
| Cooking | <p>Burns to mouth</p> <p>Burns to hand when handling pan, tinfoil, cooking stick</p> | All | <p>Leader with Outdoor First Aid always present.</p> <p>Cooking on a one to one basis or in small group dependant on age and activity.</p> <p>Strict supervision by all staff</p> <p>Children taught safe and correct handling of cooking implements</p> <p>Gauntlets/gloves provided</p> | All on visit |
| Inappropriate behaviour | <p>Disruption to the activity.</p> <p>Physical harm to self</p> <p>Causing accidents to others</p> <p>Deliberate harm to others</p> <p>Compromise of safety rules eg by fire or with tools</p> | All | <p>Leaders to watch for sign of frustration or aggression.</p> <p>Practice de-escalation techniques.</p> <p>Staff to radio office or SLT to assist or remove participant</p> <p>Staff to remove other participants to safety if required.</p> | |

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|--------------|--|-----|--|--------------|
| Tools | Cuts Grazes Amputation Puncture wounds | All | Tools stored away from site. Tools taken to session kept in in locked storage until needed. Used on a one to one basis or in small group dependant on age and activity. Strict supervision by all staff Children taught safe and correct use of different tools. <i>Separate risk assessments for tools in handbook.</i> | All on visit |
| Ropes | Burns Whipping injuries | All | Remind children and adults to use gloves when using ropes to hoist or drag. Remind all to take care when ropes are thrown, eg. over branches when den building. Children reminded to take care if skipping or twirling with ropes to avoid injury to others. | All on visit |

All activities are risk assessed online through Wiltshire Council's Evolve Risk Assessment and agreed by Head-teacher.

Accident and Emergency First Aid

The Forest School Leader is first aid trained and holds the Emergency First Aid at Work Level 3 qualification and the Forest School First Aid Certificate which covers outdoor first aid and emergencies.

The Forest School Leader carries an Emergency Bag to all activities which includes an outdoor First Aid Kit and Burns Kit.

Weather Watch

The Forest School leader will check the weather forecast before every session to ensure that the planned activity remains safe. Messages will be sent to parents via School Dojo if additional clothing is required or if a change of venue is planned.

Forest School Staff and Responsibilities

Collingbourne Forest School is planned and led by Mrs Jill Stevens.

Sessions may be supported by other Collingbourne Staff or local volunteers.

Our Policies

- **Health and Safety**
- **Safeguarding**
- **Equal Opportunities**
- **Site Assessment**
- **GDPR and Confidentiality**
- **Fire Safety**
- **Emergency Procedure**
- **Arrivals and Departures**
- **Behaviour**
- **Anti-bullying**
- **Missing Child**
- **Complaints**
- **Sustainability**
- **Weather Conditions**
- **Food and Drink**
- **Sharp Tools**
- **Volunteers**
- **Off Site Visits**
- **PSHE**

Health and Safety

COLLINGBOURNE C OF E PRIMARY SCHOOL

Health & Safety Policy

STATEMENT OF INTENT

The aim of the Governing Body is to provide a safe and healthy working and Learning environment for staff, pupils and visitors.

The Governing Body accepts that it has a responsibility to take all reasonably practicable steps to secure the health of pupils, staff and others using the school premises or participating in school-sponsored activities.

The Governing Body believes that the prevention of incidents, accidents, injury or loss is essential to the efficient operation of the school and is part of the good education of its pupils.

The Governing Body will take all reasonable steps to identify hazards and reduce the risks from them to a minimum. All staff and pupils must appreciate, however, that their own safety and that of others also depends on their individual conduct and vigilance while on the school premises or while taking part in school-sponsored activities.

In addition to the full policy which can be found on our website

<https://www.collingbourne.wilts.sch.uk/key-information/statutory-info>, the following points refer specifically to Forest School Sessions:

- The trained and named Forest School leader is always in charge of Forest School sessions.
- The trained and named Forest School leader has the overall duty of care for the children in Forest School, but all adults are required to assist in keeping children safe
- Risk assessments must be read, signed and dated by adult leaders to show they will comply with the operating procedures
- A First aid kit, emergency bag and mobile phone will be taken to every session
- A contact list containing emergency details for each child will be made for each session
- The School's emergency procedure will be followed
- Core Risk Assessments will be reviewed regularly and dynamic assessments reviewed before each session
- Adult supervision of tool use to be kept to agreed ratios: 1:1 for Fox class, 1:2 for KS1, and 1:4 for KS2. Axes and saws will always be 1:1
- The Forest School leader is responsible for the maintenance of tools and equipment prior to their use by children
- The Forest School leader is responsible for teaching and monitoring the safe use of tools

- The Forest Leader will be responsible for the pre-visit check of the Forest School site prior to a session.

Safeguarding Policy

Collingbourne C of E Primary School is committed to safeguarding and promoting the welfare of children. We will fulfil our local and national responsibilities as laid out in the following key documents:

- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (2018)
- The Procedures of Wiltshire Safeguarding Children Board

The aim of this policy is to ensure:

- all our pupils are safe and protected from harm.
- safeguarding procedures are in place to help pupils to feel safe and learn to stay safe.
- adults in the school community are aware of the expected behaviours and the school's legal responsibilities in relation to safeguarding and child protection.

The full policy can be found on our website <https://www.collingbourne.wilts.sch.uk/key-information/statutory-info>

In addition, all adults working or regularly helping at Forest School must receive Child Protection Training. Forest School aims to create a positive atmosphere of support where the children learn to become independent in their physical skills and mental thought processes. They learn to trust their own ideas, believe in their capabilities and recognise their own needs. They understand that support comes from trusted adults and friends alike as they are nurtured to develop positive relationships with themselves and other people. Everyone is equal. It is a safe place where they can be themselves or lose themselves and leave day to day stresses behind. In such an environment children may feel able to disclose information which they have kept to themselves. Any member of staff or adult helper who hears something that concerns them should follow the schools recording and reporting procedure.

Dos:

- 👍 create a safe environment by offering the child a private and safe place if possible.
- 👍 stay calm and reassure the child and stress that he/she is not to blame.
- 👍 tell the child that you know how difficult it must have been to confide in you.
- 👍 listen carefully and tell the child what you are going to do next.
- 👍 use the 'tell me', 'explain', 'describe' and/or mirroring strategy.
- 👍 tell only the Designated or Deputy Safeguarding Lead.
- 👍 record in detail using the Welfare Concern Record without delay, using the child's own words where possible.

Don'ts:

- ✎ take photographs of any injuries.
- ✎ postpone or delay the opportunity for the pupil to talk.
- ✎ take notes while the pupil is speaking or ask the pupil to write an account.
- ✎ try to investigate the allegation yourself.
- ✎ promise confidentiality eg say you will keep 'the secret'.
- ✎ approach or inform the alleged abuser.

All staff record any concern about or disclosure by a pupil of abuse or neglect and report this to the D/DSL using the standard form. It is the responsibility of each adult in school to ensure that the D/DSL receives the record of concern without delay. In the absence of the D/DSL, staff members know to speak directly to the MASH.

Details of the current Safeguarding Officers will be kept in the Forest School Emergency Bag.

Equal Opportunities Policy

Our school's mission statement talks of valuing the individuality of all of our children. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all children. The achievements, attitudes and well-being of all our children matter. This policy is intended to help to ensure that this school promotes the individuality of all children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

This policy accords with legislation:

- Race Relations (Amendment) Act 2000;
- Disability Discrimination (Amendment) Acts 2002 and 2005;
- Sex Discrimination Act 1975.

Aims and objectives

- ◆ We do not discriminate against anyone, be they staff or pupil or parent, on the grounds of ethnicity, religion, attainment, age, disability, gender or background.
- ◆ We promote the principle of fairness and justice for all through the education that we provide in our school. We recognise that doing this may entail treating some pupils differently.
- ◆ We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- ◆ We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.
- ◆ We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.
- ◆ We challenge personal prejudice and stereotypical views whenever they occur.

- ◆ We value each pupil's worth, we celebrate the individuality and cultural diversity of the community centred on our school, and we show respect for all minority groups.
- ◆ We are aware that prejudice and stereotyping are caused by poor self-image and by ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes, and respect for all.

Racial equality

In our school, we will:

- ◆ strive to eliminate all forms of racism and racial discrimination;
- ◆ promote equality of opportunity;
- ◆ promote good relations between people of different racial and ethnic groups.

It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will deal with it in accordance with school procedures (see policies for Racial Equality and for Behaviour and Discipline).

We endeavour to make our school welcoming to all minority groups. Thus, for example, we will immediately remove any offensive graffiti that we may find in school. We promote an understanding of diverse cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.

Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, in the curriculum topic on religious festivals, the children learn the importance of Diwali to Hindus and Sikhs.

Disability non-discrimination

Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all within the school. The school fully meets the requirements of the amended Disability Discrimination Act that came into effect in 2005. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.

The school is committed to providing an environment that allows disabled children full access to all areas of learning including Forest School.

Teachers and Forest School leaders modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or modify teaching materials, or offer alternative activities where children are unable to manipulate tools or equipment.

Gender equality

We recognise that nationally, the achievement of boys is falling behind that of girls. We are committed to seeing all individuals and groups of pupils making the best progress possible in our school.

We have put in place a number of measures to raise the achievement of all children. These include:

- ◆ dealing with negative aspects of behaviour, including bullying and name-calling;
- ◆ removing gender bias from our resources;

- ◆ making sure that our displays reflect boys and men as effective learners and achievers, and girls and women as effective scientists, mathematicians and engineers
- ◆ encouraging boys to read fiction and girls to read non-fiction

To make our teaching more accessible to all, we:

- ◆ begin a lesson by stating the learning outcomes, and giving the 'big picture';
- ◆ employ a variety of activities, and include a kinaesthetic element;
- ◆ deliver work in bite-sized chunks, with 'brain breaks' and new starts;
- ◆ provide challenge, competition and short-term goals;
- ◆ give regular positive feedback and rewards;
- ◆ set writing tasks that are cross-curricular, that have been modelled first, and for which there are frames and scaffolds available.

We realise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of boys and girls in different ways. Social class, ethnic origin and local context are all strongly linked to performance. We also seek to ensure that policies designed to improve the boys' attainment do not do so at the expense of achievement by the girls.

Site Assessment Policy

Any site used by Forest School at Collingbourne staff will be left in a safe and tidy fashion at the end of every session.

Before Session Checks

The leader in charge of the sessions will be responsible for conducting a site risk assessment before the session begins. This should include:

- ensuring the fire area is safe, that the seating is secure and a suitable distance away from the fire pit and that any walkways around the fire and around the fire circle seating are clear of any hazards
- undertaking a site walk to check for any dangerous plants, branches, stinging nettles, brambles, or any litter left by other visitors to the site
- ensuring all equipment being used for the session is stored securely in the case of knives etc and that the equipment does not itself present a trip hazard

After Session Checks

The leader in charge of the sessions will be responsible for conducting a post session site risk assessment which should include:

- ensuring any litter, left over activity equipment, food debris or firewood is either removed for disposal or safely stored away
- any surfaces on tables or food preparation equipment are cleaned according to food hygiene standards
- securing the site using whatever security measures are required by the site owner
- ensuring the fire area is totally out and any remaining embers or partially burnt wood removed

GDPR and Confidentiality Policy

Forest School at Collingbourne takes data security and confidentiality very seriously. This not only ensures that we comply with GDPR and other Data Protection regulations but means that all children, teenagers, adults and parents/carers using our services can be confident that any confidential information shared will be respected.

The personal information Forest School at Collingbourne holds will be ordinarily that which is provided on booking and joining forms. This includes emergency contact details, medical details, photographic permissions, first aid permissions and any special requirements needs such as medical, allergy, learning difficulty or physical impairment.

Personal information is available on request to those responsible for the child provided they are the parent or carer or other legally responsible adult such as a teacher.

Any information concerns or evidence collated under child protection rules for a child's safety will be kept in a confidential file and only shared with permitted authorities such as the Wiltshire MASH team or in a school situation the school's designated safeguarding lead (DSL). Such information would not be made available to any unauthorised person or staff member/volunteer/contractor working with Forest School at Collingbourne who is not directly involved with the child.

No information provided will be shared, sold or lent to any other organisations.

Fire Safety Policy

Staff and volunteers will ensure that participants at Forest School at Collingbourne sessions as well as any visitors are made aware of fire safety and fire emergency procedures which affect them.

The Forest School at Collingbourne team will regularly review existing fire safety procedures to ensure they not only reflect accepted best practice in the forest school sector but that the lessons learned from any accidents have been taken on board.

Fire poses a threat to life through fumes, smoke, burns, scalds and equipment destruction. The aim of the fire safety policy is to minimise the risk of fire or fire related incident by taking adequate fire precautions.

Fire prevention measures focus upon the removal or control of available fuel and ignition sources. Fuel includes waste, debris, flammable gases, liquids and materials.

Waste materials must not be allowed to accumulate in and around the Forest School at Collingbourne area. Waste bags are provided and must be utilised to keep the operating area clear and safe. No flammable liquids will be stored on site. Any used will be in full accordance with the manufacturer's instructions and removed after the session ends.

Gas cylinders if used will be kept away from any sources of naked flame such as the fire circle. All gas cylinders will operate using the correct hoses, regulators and adaptors. These will be routinely checked and replaced as required as part of the standard operating procedure for equipment checks. Participants at Forest School at Collingbourne sessions are supervised when using the fire bowl or fire area which is regularly maintained and checked.

Fire safe gloves will always be provided for anyone working with a fire.

Any form of smoking or vaping is prohibited at all times within the Forest School at Collingbourne operation. Cigarette lighters and matches are not to be left lying around or left in an accessible state to participants. Participants may only have access to cigarette

lighters, matches, fire starters and other fire lighting equipment under the supervision of a member of staff.

Only designated sites will be used for campfires. These sites will always be sited away from low canopy branches. Campfire areas will be enclosed by logs to make a Fire Pit to prevent the spread and are surrounded by seating logs at least 1.5 metres from the fire pit. Exit paths are available at each corner.

When the campfire is in use, participants are not permitted to access the area immediately surrounding the fire without permission. Participants will be taught how to change seats by standing, stepping over the log and then walking around the outside of the seating area. They must never cross the inner area. Once seated around the campfire, the participants must remain seated until directed by an adult to move.

A Fire Blanket, bucket of water and Burns Kit will always be sited close to the campfire. Cling film is carried in the Emergency Ruck Sack.

Only adults are permitted to light fires, unless children are under the direct supervision of the Forest School Leader or Forest School Assistant.

Fires are lit using a match to paper and natural tinder. Cotton wool, tinder nests and waterproof matches may be used in extremely wet conditions.

If sessions involve children adding fuel to the fire, this must be done with one to one adult supervision.

Sticks/wood must be placed, not thrown, from the side of the fire. The hand should never go over the fire.

All fires must be extinguished at the end of a session. Whenever possible, all fuels should be burnt off to ash.

At the end of the session, the fire must be doused down with water using a watering can and rose and stirred until all smoke and steam has ceased.

Emergency Procedures

In the event of an emergency:

- assess the situation for danger to yourself or the group
- administer first aid as necessary
- ensure the participants are safe and away from the incident area
- assess the casualty and make them as comfortable as possible given their circumstances
- if appropriate contact emergency services
- phone the casualties emergency contact
- ensure the rest of the participants are kept safe, warm and occupied and contact their emergency numbers as soon as possible
- do not under any circumstances post on social media or speak to the press

Arrivals and Departures Policy

Children and young people would only be allowed to attend Forest School at Collingbourne sessions when a signed up to date consent form has been received from their parent or carer.

A member of the Forest School at Collingbourne team will welcome the young person as they arrive and mark their arrival on the register.

When the young person leaves the forest school that departure will be marked on the register and all participants will be escorted back to their classroom.

Behaviour Management Policy

Matthew 7:12, "Do to others as you would have them do to you."

This policy gives guidance to all who work with pupils in Collingbourne School. It describes how positive behaviour is encouraged. The quality of learning, teaching and behaviour in school are inseparable issues, and the responsibility of all school adults. The behaviour policy plays a crucial role in achieving the Vision of the school.

As a Christian School our values of Kindness, Friendship, Wisdom, Courage & Perseverance, Respect and Peace are at the heart of all we do and, as such, this policy is driven by those values.

All members of our church school community enjoy the right to be treated respectfully and fairly as they learn, and to be safe. Everyone shares the responsibility to ensure this happens effectively. School rules are made with this end in mind and these are supported by clear, supportive routines so that everyone knows what is expected of them. All school adults strive to establish and maintain strong, positive relationships. This means when learners make bad choices there is a determination to restore things, and when learners make good choices this is acknowledged and celebrated, thereby reinforcing them and making them more likely in the future.

Golden Rules

Consistent standards of behaviour are expected in all school activities, including those off the school site. These are summarised in the school's 'Golden Rules', namely:

- We are kind and respectful: We don't hurt others or their feelings
- We listen: We don't interrupt
- We are honest: We don't cover up the truth
- We work hard: We don't waste our own or others' time
- We look after property: We don't waste or damage things

At every Forest School at Collingbourne session standard procedures, boundaries and basic ground rules are drawn up. The ground rules will apply equally to adults and participants.

Forest School at Collingbourne staff will strive to be positive role models by dealing with situations in a clear, calm, polite and positive manner.

Positive behaviour will be reinforced with praise and encouragement.

The Forest School leaders should anticipate and avoid problematic situations by not allowing the participants to become bored and under stimulated.

It must be made clear that it is the behaviour that is unacceptable, not the person.

Forest School at Collingbourne staff will agree on a set of strategies for dealing with unacceptable behaviour.

Forest School at Collingbourne staff will avoid shouting unless this is required in an emergency situation to prevent harm.

Forest School at Collingbourne staff will encourage and facilitate mediation between children to try to resolve conflicts through negotiation, calm down times and discussion.

Behaviour that is unacceptable will be challenged in a calm and assertive manner.

Adults will be aware that some kinds of behaviour may arise from a participants medical, behaviour or learning needs. Wider factors such as a domestic split or a parent posted overseas may also engender behaviour issues.

Extreme behaviour will result in removal from the session and the involvement of SLT as the normal procedure in school.

Anti-bullying Policy

Bullying can be a one off incident or repeated instances of harassment of others through emotional, physical, verbal or psychological abuse.

Everyone involved with Forest School at Collingbourne - staff, participants and parents and carers will be made aware that any form of bullying will not be tolerated and will be challenged.

Any individual who has been the victim of bullying will be supported and helped by the Forest School leaders. They will then be closely supervised and regular checks will be made on their welfare.

Bullying behaviour will be dealt with using the strategies agreed on and set out within the Behaviour Management Policy. The bully will be encouraged to discuss their behaviour and consider the consequences.

When necessary, a the Forest School leader will inform all the parents or carers of the young people involved with the bullying instant. Situations should be handled with care and sensitivity at all times.

All incidents of bullying will be recorded on incident report forms.

If the bullying behaviour persists more serious action may need to be taken in accordance with the School Behaviour Policy.

Missing Child Policy

Before a session begins Forest School at Collingbourne staff will ensure that all participants know where the recall meeting place is and what the recall signal is. The recall meeting place will normally be the fire circle log seats or in another location where there is no fire circle a clearly identifiable place.

If it is discovered that a participant is missing:

- all participants and leaders will be recalled back to the pre-arranged meeting point where roll call will be made against the known participants list. All participants will remain at the central meeting place until the missing person is found. The central roll call will ensure that a child is actually missing and who they are.
- Adult to participant ratios will be maintained and all additional leaders, parents or volunteers will search for the missing person for a prearranged time depending on the location.
- If the missing person has still not been found when the length of time prearranged has elapsed and the leader feels that a comprehensive search has taken place the parents of the participant missing will be contacted and the police would also be informed.
- All remaining participants will have their parents contacted and be taken home.
- An incident form will be completed.

Complaints Policy

All complaints must be recorded in writing. A complaints or comments form should be made available for adults or participants to enter their concerns in.

All Forest School at Collingbourne staff should view these comments as constructive and an aide to creating a better service for the young people however unfair or unreasonable they appear to be. Staff should be reminded that some people will never be happy whatever is provided to them - it is just human nature.

If a parent or carer or participant has a complaint or concern their first point of contact should be the Forest School leader.

If the adult or participant is not satisfied by the outcome or feel they are unable to talk to the Forest School leader then they should take their concerns to the head teacher.

Sustainability Policy

Forest School at Collingbourne is fully and totally committed to sustainability and protecting the environment. We strive to provide exciting and adventurous forest school activities whilst contributing to a sustainable future through the resources, activities and actions that we take. Forest School at Collingbourne recognises that there is a multiplicity of linked social, economic, political, cultural and technological elements that impact on actual sustainable and environmentally safe activities.

In an increasingly complex world for young people and young adults Forest School at Collingbourne will strive to be an educator of small actions and steps that are quick, simple and easy to achieve by anyone regardless of their background, income, health or employment status.

Weather Conditions Policy

Assessments of weather conditions will be taken prior to a visit and if the weather is too extreme the session will be cancelled. Where possible, alternative indoor provision will be arranged. If the weather deteriorates suddenly during a session, the adults will decide whether to leave the site, use alternative accommodation or return

the participants to their setting. When windy and there is a danger of falling branches, the children will be taken to an alternative setting or the session will be cancelled.

The participants are asked to bring Wellington boots and suitable warm/waterproof clothing. If possible the setting will provide them with any missing essential items.

Food & Drink Policy

Eating represents a social time for children and adults and helps children to learn about healthy eating. If food is provided our aim will be to provide nutritious food, which meets the children's individual dietary needs.

Before a child attends a session information will be sought from parents about any particular dietary needs, including any allergies.

All staff and volunteers will be fully informed about individual children's dietary needs.

Children will only receive food and drink which is consistent with their dietary needs and their parents' wishes.

Through discussion with parents and educational establishment staff and research reading by staff, information about the dietary rules of the religious groups, to which children and their parents belong, and of vegetarians and vegans, and about food allergies will be sourced. This information will inform the provision of food and drinks.

Fresh drinking water will always be available for participants. Children will be encouraged to bring water bottles and that they can drink water at any time during the session/day.

Sharp Tools Policy

Participants will only be involved in using sharp tools/fire when the Forest School Leader deems that they are confident and competent at working in the woods. When tools such as penknives and small saws are used the younger participants will always be appropriately supervised.

With older groups, tools will be used after individual risk assessments of each child have been carried out to determine the degree of supervision necessary. Children will always be in sight of an adult. Proper instructions will have been given and safety issues discussed prior to the use of any tools. Where appropriate, participants will use safety and protective gear such as gloves etc.

Volunteer Policy and Procedures

A volunteer is anyone who without being paid or expecting to be paid helps out under the direction of Forest School at Collingbourne at forest school sessions. Volunteers are recruited to enhance the capacity of the Forest School at Collingbourne staff team but are not a substitute to paid fully qualified staff.

Volunteers are appointed for specific duties for a specific period of time on behalf of Forest School at Collingbourne and are covered under our existing insurance policy.

Volunteers will be expected at all times to perform their duties in accordance with the procedures of Forest School at Collingbourne. A volunteer will be directly accountable to a named staff member who will ensure the volunteer is fully briefed on the activities they will

be undertaking and the wider safety and participant protection policies Forest School at Collingbourne operates.

Volunteers are informed of the need to carry out DBS checks before posts can be confirmed. Where volunteers are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.

We abide by Ofsted requirements in respect of references and police checks for volunteers, to ensure that no disqualified person or unfit person works at forest school or has access to the children.

Volunteers do not work unsupervised.

Off Site Visits

Collingbourne C of E Primary School fully recognises that off-site activities help to bring the school curriculum to life by providing deeper subject learning and increase self-confidence. It also helps pupils to develop their risk awareness and prepares them for their adult lives. Striking the right balance between protecting pupils from risk and allowing them to learn from school trips is a challenge but getting this balance right is essential for realising all the benefits in practice.

Therefore, the school routinely organises and runs out of school activities of which the following are examples:

- ☐ Activities at the adjacent recreation ground.
- ☐ Activities in the adjacent Village Hall.
- ☐ Services at a local Church.
- ☐ Local visits within the school's catchment area.
- ☐ Visits and trips during normal school hours.
- ☐ Daytime visits and trips of duration longer than school hours.
- ☐ Residential trips involving one or more overnight stays.

All trips must have the approval of the Headteacher.

For every trip an Event Booking Form will be completed with duties and responsibilities agreed between the Admin & Finance Officer, School Secretary and the Group Leader and presented to the Headteacher for authorisation.

It is the responsibility of the Admin & Finance Officer and/or the School Secretary to calculate the cost of the trip, agree on the financial arrangements and to chase up any outstanding monies owed.

It is the responsibility of the Group Leader to do a full risk assessment of the trip and the responsibility of the EVC to ensure the trip is logged and approved on the Evolve website.

No child shall be allowed to participate in an offsite visit unless written parental consent has been provided. A more extensive consent form providing emergency contact and medical details is required for any trip involving an overnight site.

Offsite activities of more than 10 hours duration or involving an overnight stay shall additionally be approved by the Governing Body.

In addition to complying with current Wiltshire Local Education Authority risk assessment procedures, all off site trips shall comply with the requirements of the LA's publication "Safety in Off-Site Activities".

PSHE Policy

Collingbourne C of E Primary School values the PSHE and Citizenship policy because:

- ☐ It contributes to the development of the whole child emotionally, aesthetically, spiritually, intellectually and socially.
- ☐ It provides pupils with a unique way of perceiving themselves and the world, which is not taught in other areas of the curriculum and which is essential to basic education.

We believe that education in PSHE and citizenship enables children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing, we help to develop their sense of self-worth.

We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation in the school council. We teach children about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural society. Indeed, the teaching of PSHE and citizenship helps in many ways to meet the objectives set out in The Children's Act 2004 ('Every Child Matters') – that children 'be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being'.

Our objectives in the teaching of PSHE and citizenship are for all of our children:

- to know and understand what is meant by a healthy lifestyle;
- to be aware of safety issues;
- to understand what makes for good relationships with others;
- to have respect for others;
- to be thoughtful and responsible members of their community and their school;
- to become active members of our democratic society;
- to develop self-confidence and self-esteem;
- to make informed choices regarding personal and social issues;
- to develop good relationships with other members of the community.

We use a range of teaching and learning styles to meet the PSHE and citizenship requirements of the National Curriculum. We emphasise active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of tasks that promote active citizenship.